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ABSTRACT

After reviewing literature on the effect that varying instructional activities has on student achievement, this document describes an inservice program designed to help teachers develop skill in varying activities, an aspect of Domain I in the Texas Teacher Appraisal System. Information provided includes: (1) alternative resources; (2) time allotment and schedule; (3) cost; (4) nature and rationale of long-range teacher performance goals; (5) performance objectives for the inservice; (6) a schedule of activities; (7) expected changes in teacher knowledge, behavior, understanding, and attitude; (8) a calendar of Domain I training; (9) staff development resources; and (10) level of teachers. Also described are the organizational content, delivery system and techniques, governance structure, and workshop evaluation. Appended are an example of teacher scores on Domain I, a workshop evaluation form, and an annotated bibliography of 47 resources related to varying instruction and various instructional methods. (9 references) (CLA)

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TEACHER APPRAISAL AND THE CONCEPT OF VARYING ACTIVITIES FOR INSTRUCTION:

An inservice workshop to maximize credit

based on the Texas Teacher Appraisal System

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A presentation given October 1990

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The philosophy, research, and content of this package of inservice training materials has been developed for general use, and does not require the use of the Texas Teacher Appraisal System (TTAS) for implementation or effectiveness.

The fictitious name of Downtown High School in Downtown Independent School District, Mainstreet, Texas has been used for the purpose of this inservice only, and bears no resemblance to any particular school district in Texas or anywhere else.

I. Nature of the Problem

The purpose of the Downtown ISD is to educate all students to their highest level of academic performance while preparing them to be successful in the world today. In order to accomplish this purpose there is a need to increase students' daily achievement. According to the research available today, one way to achieve this goal is to use a variety of activities during the teaching of lessons.

Secondary principals and teachers agreed on a recent survey that there is a need for guidance and help in developing ways to vary activities. Additionally, a data analysis was completed following the first appraisal period. Teacher evaluations were reviewed and scores were entered in a chart. (See Downtown ISD Teacher Evaluations, page 1 and 2 in Appendix) During the last evaluation period 20% of high school secondary teachers did not receive credit on Domain I, Criterion 1, and Indicator (a), Varies Activities Appropriately. Additionally, 40% of the teachers did not receive E.Q. points on this criterion.

Therefore, in order for teachers to meet the standards of the TTAS appraisal, inservice training will be provided to remove deficiencies and improve performance.

II. Review of Literature

Research indicates that teachers who vary activities appropriately are providing opportunities for their students to actively and successfully participate. By varying activities, effective teachers are able to present material in ways that attend to students with different learning styles, attention spans, and motivational levels. In a study by Sanford and Evertson (1981), a variety of process and product measures were used to identify the least and the most effective teachers in a low socioeconomic junior high school. The effective teachers utilized overhead projectors in conjunction with recitation exercises. Evertson, Emmer, Sanford, and Clements (1983) found that teachaers who considered student attention span and who planned activities accordingly were more effective. Numerous studies indicate a correlation between student academic gains and student involvement. Involvement was motivated through the use of varied activities (Capie, Tobin, Bowell, 1980; Okey, Capie, Eller and Johnson, 1978, 1978; McDonald, 1976; and Stallings, 1976). Dolly and Katz (1988) document the affect of teaching practices on elementary students' improvement in knowledge. Their findings indicate that teachers using few traditional activities had students who performed better. Brophy (1985) researched student motivation and strategies that teachers can use to motivate them. One strategy was to present activities in a variety of ways and to make the activity relevant to the students. Waxman (1985) describes a theory of educational productivity that demonstrates the relationship between instructional practices and student outcomes. Motivation and instructional quality is identified as one of the nine factors related to student learning.

III. Alternatives

The following suggestions are offered as resources which may be utilized in place of or in addition to the in-service workshop to accomplish the objectives of successfully fulfilling the requirements for TTAS Domain I, Criterion 1, Indicator (a).

1) Readings of recommended books and articles available in district teacher resource library. (See attached DISD Resource list)

2) Studying films or videotapes available in Region XX Service Center or DISD Teacher Resource Library (See attached DISD Resource list)

3) Observing other teachers (Principal, Assistant Principal, or Counselor will cover classrooms to make this possible.)

4) Planning as a team with a colleague who does well in this area.

5) Buddy System - Master teachers will come in and observe fellow teachers who are weak. They will make recommendations for improving performance.

6) Region XIII Workshops and Assistance

7) Methods classes at a local university or school of education

IV. Time Allotment and Schedule

A. Ninety minutes (90) will be devoted to the indicator (a), Varies Activities Appropriately

B. Agenda for DISD DOMAIN I WORKSHOP

Introduction - Goals and Objectives (5 minutes)

Structured Role Play (10 minutes)
(Utilizing good and bad teaching examples)

Buzz Session (3 groups of 8 teachers each) (20 minutes)
(Facilitators lead teachers in evaluation of role-playing activity. Compare/contrast the effective versus the ineffective performances of role-playing teachers.

Concurrent Session I (1/2 of group & 4 master teachers) (20 minutes)

Concurrent Session II (1/2 of group & 4 master teachers) (20 minutes)
Master teachers (buddies) lead presentations on earning credit and E.Q. points --- Buddies rotate for Session I and II

Buddy Conferences (10 minutes)
Planning time with buddy

Closure/Evaluation (5 minutes)

V. Cost of TTAS Inservice

This inservice can be accomplished with minimal cost. Principal will administer inservice with assistance from other school personnel. This is assumed to be part of the job of the principal as an instructional leader. Teachers who participate as leaders will be fulfilling a portion of their master teacher requirement.

5% of the budget has been allocated for staff development. Supplies and paper will be charged to this account.

Teachers who will receive inservice credit from this workshop will be fulfilling Time Equivalency Staff Development requirement. No additional salary monies would be budgeted

VI. Outline of Inservice Content

(1). Major Outcomes --- Long-Range Performance Goals

At the end of this inservice teachers will:

1) Be able to receive credit for providing opportunities for the active and successful participation of students on the basis of appropriate variation of activities.

2) Be able to score E.Q. points on Domain I, criterion 1, Indicator (a) Varies Activities Appropriately.

3) Will be able to identify ways to vary activities appropriately.

(2). Rationale for Performance Goals

Indicator (a), Varies Activities Appropriately, is a valuable instructional strategy in maintaining student attention and interest, thereby increasing learning. A review of the most recent TTAS evaluations showed that 20% of teachers did not receive a point for this indicator. Also, few teachers scored exceptional quality points on Domain I, Criterion 1 as a whole. It is the goal of the administration that teacher's scores on Domain I, Criterion 1 will be raised through this inservice and that more teachers will receive E.Q. points.

(3). Performance Objectives for In-Service Sequence

During the workshop the workshop leaders will judge the success of the workshop using mastery of the following objectives as a guideline:

1) Teachers will be able to identify whether a role-played lesson contains appropriately varied activities.

2) Teachers will develop two alternative activities for a lesson in their area.

3) Teachers will write a lesson plan with appropriately varied activities.

(4). Expected Change in Teacher Knowledge, Behavior, Understanding, and Attitude

Teachers will become aware of the importance of using a variety of activities in their classroom instruction. As a result, teachers will utilize teaching strategies that will make learning more challenging and interesting both for the students and the educators. The teachers will notice the change in the students' attention, interest and learning and be motivated to continue to plan lessons with appropriately varied activities.

(5) Schedule of Learning Activities

1. All-day inservice on Domain I, Criterion 1.

2. A teacher who attends the workshop teams with a teacher in the same school who has received E. Q.'s for Indicator (a), Varies Activities Appropriately. These teams work to cooperatively develop lessons in which they experiment with new techniques in order to develop the skill of using appropriately varied activities.

3. Provisions will be made to video-tape and/or audio-tape participating teachers. The participants may then join in self or group critiquing of the taped lessons.

4. Teachers will be invited to return for another TTAS training session where they may share what they have done. Principal will lead discussion of techniques used and any observable outcomes.

5. Appraisors/administrators will hold individual conferences after walk-throughs if it appears to be helpful.

(6). Calendar of Domain I Training

1. August 20 - Staff Prepare Agenda and Objectives for In-Service
2. September 19 - Advance Agendas Distributed to Department Heads
3. September 20 - Dept. Heads Discuss Workshop at Dept. Meetings
4. September 30 - Selection of Master Teachers Completed
5. October 2 - Staff Development w/Master Teachers Included
6. October 11 - Final Preparation/Rehearsal
7. October 15 - Materials Prepared/Sent to Resource Center
8. October 19 - All Day Inservice on Daomain I
9. October 26 - Buddy Meetings
10. October 30 - Schedule Video-taping with Resource Center
11. November 14 - Check on Progress of Teams
12. November 30 - Provide Necessary Follow-Up
13. February 2 - Check on Team Progress on Domain I
14. April 5 - Submit Progress Evaluation to Participating Teachers

(7) Staff Development Resources

The inservice training will be conducted with the leadership of the principal and other administrators who are qualified to lead in the development of this skill.

Eight master teachers from Downtown ISD will be utilized as leaders and "buddies" for teachers enrolled in the workshop. These master teachers will be teachers from within the district who have consistently received high ratings on Indicator (a), Varying Activities Appropriately. The principal/appraisor will select these individuals based on his knowledge of skill, personalities, teaching areas and schedules. Compatibility and willingness to work as a facilitor will be given strong consideration in selecting the buddies or master teachers.

(8) Level of Teachers

This inservice would be applicable to high school secondary level teachers (grades 9-12). The ideas and activities could be incorporated into teaching in any of the required content areas. The inservice session would be required for teachers on a growth plan because they are directly involved with the problem. Additionally, teachers that are performing satisfactorily or above can attend on a volunteer basis to increase their performance.

VII. Organizational Context

The principal will welcome the participants and introduce the group leaders or presenters. She will elaborate on the purpose, goals and objectives of the session. She will then explain the procedures to be followed and the timeline will be presented.

A structured role playing activity will be presented to the whole group. The presenter will first deomonstrate an ineffective teacher performance as it relates to Domain I, Criterion 2, indicator (a). Immediately following, the presenter will demonstrate an effective teacher performance that will warrant credit for varying activities appropriately. This performance may also help teachers earn E.Q. credit for Criterion 1.

The large group of 24 teachers will then disperse into three smaller groups of 8, according to the color-coded name tags the teachers will be wearing. A map of the campus indicating the rooms to be utilized will be provided to all participants.

The group leaders (master teachers) will conduct a Buzz Session where teachers evaluate the role-playing activity --- comparing and contrasting the effective vs. the ineffective performances.

Following the Buzz Session, the group will divide into two smaller groups. One group will attend Session I where the master teachers will present their successful methods and give suggestions on how to vary activities appropriately. Concurrently, the other group will attend Session II

and participate in a similar activity with four different master teachers. At the end of 20 minutes the master-teachers will change groups and repeat their presentations.

After the concurrent sessions, the principal will assign three participants a master teacher who will serve as a buddy to provide support, assistance, and feedback. The principal or workshop leader wilk have previously made the assignments based on his knowledgfe of teacher needs, personalities, teaching areas, and schedules. The participants and their buddies will meet and organize a schedule of observations and conferences.

The whole group will reconvene to review objectives, answer questions, and complete evaluation forms.

VIII. Delivery System/Techniques

The administrative staff of Downtown High School will discuss the purposes and benefits of the TTAS inservice. The principal of Downtown High School will distribute the agenda of the TTAS, Domain I, workshop to department heads for discussion at department meetings.

A brief description of the types of activities and skills that participants in the workshop will be refining will be included in the agenda to be distributed to teachers before the inservice date. Examples of activities and demonstration models will be included on the pre-session agenda. These examples will provide an introduction for the concepts and methods to be presented in the in-service.

Incorporated into the Domain I workshop will be a summary of the research used to establish the indicator, Varying Activities Appropriately. Teachers are frequently told "research supports" without having the research explained. A presentation of the relevant research should introduce a complex element to the workshop, adding breadth and preventing "the same old stuff" syndrome.

In preparing the workshop for this indicator the wishes of the teaching faculty have been considered. Members of the faculty have indicated a desire to score higher on the TTAS. An analysis of the TTAS scores of the faculty (see attached chart) and a survey of the staff appraisors

indicated that development of the skills considered in Domain I would be beneficial.

In Downtown High School strong classroom autonomy has been a tradition. This tradition has been accommodated into the structure of the inservice by providing flexibility in the discussion groups and in application of the learned principles in the classroom. Both experienced and inexperienced teachers will have an opportunity to attend the workshop.

To assure maximum acceptance and implementation, discussion among teachers with similar teaching assignments will be encouraged in buzz sessions. Brainstorming will be a strong component of the day-long workshop. Teachers will be placed in buzz sessions with teachers of similar interests. The provisions for inservice follow-up provide extensive practicality and are designed to maximize teacher involvment.

By incorporating post-inservice observations of classrooms, video or audio taping and feedback over a year's span, a "one-shot" approach has been avoided. The inservice teachers will observe expert practitioners (master teachers) during the training period at the school site, Downtown High School. The participants should be encouraged to practice the new ideas in classrooms on the basis of the supportive network of the buddy system.

Collegial support is extensive in the organization of the workshop. The adaptation of the workshop ideas will be facilitated by the master teachers participating in the program. The buddy system provides for sustained

interaction. Participants will receive frequent feedback from buddies throughout the year. The master teacher buddies will have no role in appraising but will work solely as facilitators. Workshop results will also be monitored on another level by the principal/appraisor on walk-throughs and formal observations.

IX Governance Stucture

A. The teachers of Downtown ISD secondary schools have been involved in the creation of the workshop to the extent that they have indicated to their evaluators that they are interested in gaining the maximum possible E.Q. points in order to advance on the district's career ladder and in order to maximize student learning.

B. Master teachers, principal, assistant principal and another TTAS certified trainer will plan inservice and its implementation.

C. The Downtown ISD Resource Center will provide the necessary support equipment.

D. Release time will be available to observe master teachers on the campus.

E. Teachers who complete the workshop will receive certificates for completing the TTAS workshop. The certificates may be applied toward staff equivalency training for the Downtown ISD.

F. Opportunity for career ladder placement on Level II and Level III.

G. Notes in the school news about individual teachers and classes.

H. Put a flower in mailboxes periodically with a note relating to the TTAS training.

I. On-going evaluation will occur based on the success of the teachers' gaining TTAS credit and E.Q.'s on Domain I, Criterion 1, Indicator (a).

X. Evaluation of Workshop Effectiveness

A. Long-term Evaluation

1. The principal or another appraisor will conduct walk-throughs during the year to verify improvement of performance on Domain I, Criterion 1, Indicator (a).

2. On the TTAS appraisal instrument the teachers will receive credit and E.Q's for Domain I, Criterion 1, Indicator (a), Varies Activities Appropriately.

B. Self-Evaluation --- Video-taping of teacher and self-critique

Spring Evaluation of Process (See calendar)

C. Short-term Evaluation --- (See attached evaluation form.)

DOWNTOWN ISD TTAS SCORES
Domain I, Criterion 1

TEACHER	1a	1b	1c	1d	1e	1f	EQ
1	+	+	0	+	0	+	0
2	+	+	+	+	+	+	+
3	+	0	+	+	+	0	0
4	+	+	+	+	+	+	+
*5	+	+	+	+	+	+	+
6	+	+	+	+	+	+	+
7	0	+	+	+	+	+	0
*8	+	+	+	+	+	+	+
9	+	+	0	0	+	+	0
10	+	+	+	+	+	+	+
11	0	+	+	+	+	0	0
12	+	+	+	+	+	+	+
13	0	+	+	+	0	+	0
*14	+	+	+	+	+	+	+
15	+	+	+	+	+	+	+
16	+	+	+	+	+	+	+
17	0	+	+	+	+	+	0
18	+	+	+	+	+	+	+

19	+	0	+	0	+	+	0
*20	+	+	+	+	+	+	+
21	+	+	+	+	+	+	+
22	+	+	+	+	+	+	+
23	0	+	+	+	0	+	0
24	+	+	+	+	+	+	+
25	+	0	+	+	+	0	0
26	+	+	+	+	+	+	+
27	+	+	+	+	+	+	+
28	+	+	+	+	+	+	+
29	0	+	0	0	+	+	0
30	+	+	+	+	+	+	+
31	+	+	+	+	+	+	+
32	+	0	+	+	+	+	0
33	+	+	+	+	+	+	0
*34	+	+	+	+	+	+	+
35	+	+	+	+	+	+	+
36	+	0	+	0	+	+	0
37	+	+	+	+	+	+	+
38	+	+	+	+	+	+	+
39	0	+	+	+	+	0	0

40	+	+	+	+	+	+	+
41	+	+	+	+	+	+	+
*42	+	+	+	+	+	+	+
43	+	+	+	+	+	+	+
44	0	+	+	+	0	+	0
45	0	+	0	+	+	+	0
46	+	+	+	+	+	+	+
47	+	+	+	+	+	+	0
48	+	+	+	+	+	+	+
49	0	+	+	+	0	+	0
50	+	+	+	+	+	+	+
*51	+	+	+	+	+	+	+
52	+	+	+	+	+	+	+
53	0	0	+	0	0	+	0
54	+	+	+	+	+	+	+
55	+	+	+	+	+	+	+
56	+	+	+	+	+	+	+
57	+	+	+	+	+	+	+
58	0	0	+	+	+	+	0
*59	+	+	+	+	+	+	+
60	+	+	+	+	+	+	+
61	+	+	0	+	0	+	0

WORKSHOP EVALUATION

TTAS Indicator 1a

Please circle the appropriate number:

1. Workshop Objectives	1 unclear	2	3	4	5 very clear
2. Organization	1 disorganized	2	3	4	5 well-organized
3. Workshop Activities	1 not useful	2	3	4	5 very useful
4. Handouts/Visual Aids	1 not applicable	2	3	4	5 applicable
5. Presenters' Knowledge	1 deficient	2	3	4	5 knowledgeable

6. Additional Comments:

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DOWNTOWN ISD RESOURCES -D1, C1, INDICATOR (a)

Title: Practical Approaches to Individualizing Instruction: Contracts and Other Effective Teaching Strategies
Author: Rita Dunn, Parker
Description
Describes and demonstrates a variety of strategies and techniques for matching instruction to the individual child's needs, abilities, and interests: contracts, team learning and group process, simulations and role play, case studies and grouping by interest.
371.99 DUNN

Title: Practical Methods for the Social Studies
Author: M. Eugene Gilliom
Publisher: Wadsworth Publishing Company, 1977.
Description
This provides a careful analysis and description of several inquiry methods for teaching Social Studies: case studies, inquiry into values; simulations, quantitative data, local community studies and media. There is a detailed chapter on evaluation and measurement and a long list of resources. The material is appropriate for Junior and Sneior High School. This would serve as fresh inspriation for a teacher who is stuck in a rut or as a very good guide for a teacher who likes to try everything.
300.7 GIL

Title: On Teaching
Author: Herbert R. Kohl
Publisher: Schocken Books, 1976.
Description
This book is "about specifics of working with children and developing curriculum material." The author is using methods that he found worked in his 15 years of teaching K-12. Lots of useful tips and information.
371.1 KOH

Title: The Newspaper as a Teaching Tool
Author: Eileen E. Sargent
Publisher: The Reading Laboratory, 1975.
Description

This is a detailed guide for using the newspaper to achieve specific academic objectivs in LANGUAGE ARTS, SOCIAL SCIENCES, PHYSICAL SCIENCES, MATHEMATICS, HOME ECONOMICS/COPNSUMERISM, PHYSICAL EDUCATION, HEALTH, AND SAFETY. It includes a chapter on using newspaper reading as a diagnostic tool for assessing students' reading skills. Material can be adapted for all levels.
371.33 SAR

Title: The Teacher and Overhead Projection
Author: Morton J. Schultz
Publisher: Prentice-Hall, 1965.
Description
This is a complete manual on how to use overhead projectors to enhance instruction. It describes how to use the projector; how to degsign, make and use transparencies. An entire chapter has ben devoted to the teaching of the following subject areas: science, mathematics, reading, language arts, social studies, foreign languages, art, music, vocational training, and business. For each of these disciplines the effective use of the overhead projctor has been demonstrated. This resource is appropriate for all grade levels.
371.33 SCH

Title: Visual Handbook for Teachers
Author: Herbert E. Scuorzo
Publisher: Parker, 1967.
Description
The most usable sections of this book are on chalk and display boards, graphics, and models. 371.33 SCU

Title: Study Skills
Author: A & B, McDonald
Description
Focus is on reading comprehension study skills. Skills taught include:
-use of the dictionary -use of a glossary
-use of an atlas -use of a map
-use of table/graphs -use of a gazeteer
-use of a card catalog -location of information
-use of the Dewey Decimal System and library methods
-development of notetaking skills
-use of outlines -reporting

Twelve transparencies are included which summarize skills, give examples, and provide questions in the skill areas.

Title: Study Skills: Strategies
Publisher: EBE, 1984
Description
Book B includes transparencies and ditto masters to use with students in the skill areas of decoding and defining; using resources (atlas, encyclopedias, graphs, maps, etc.); notetaking; outlining; and writing reports.
371.3 STU

Title: Teaching Handicapped Students: Resource Handbook
Publisher: NEA, 1981
Format: Kit (K--12)
Description
This kit includes a set of six resource handbooks focusing on teaching handicapped students in:
- physical education -social studies
-mathematics -science
-vocational education -English
Each of the six handbooks contains a series of essays and articles written by teachers with first-hand knowledge in instructing handicapped students. The articles were selected by an NEA commitee of teachers in eacn of the above six areas, who had taught both regular and handicapped students, K-12.
The articles focus on modifications and adaptations which will encourage participation by handicapped students in regular classes.

Title: Turning Kids on to Print Using Non-Print
Author: James L. Thomas
Publisher: Libraries Unlimited
Format: Book
Description
This provides step-by-step instructions for a teacher to prepare and to execuie lessons which involve students in the production and script writing of media, filmstrips, slide-tape shows, super 8M\mm movies, and single-camera television programs, dioramas and transparencies. The objective of such activitiy is to help children analyze and become familiar with content material and to give non-readers an activity which will inherently lead to reading and writing. Each section provides clear objectives; strategies; lists of materials and their estimated cost; procedures; and an example. The book whould be particulary good for a teacher who has tried student productions

and failed, or for one expressing interest in this technique. Examples are from ALL Levels.

Title: Mastery Teaching: Modeling What You Mean
Author: Madeline Hunter
Publisher: Instructional Dynamics, 1981
Foramt: 1/2 inch VJS Video Cassette
Description
The power of the model, something the student can perceived in the classroom, depends on whether that model possesses important characteristics. Thos characteristics are described, and their use is demonstrated in diverse content areas.

Elements of Successful Instruction, Part I
Author: Madeline Hunter
Publisher: Special Purpose Films
Format: 29 min., 16 mm color film
Description
Dr. Hunter's lecture introduces the elements of

-Anticipatory set
-The objective and its purpose
-Input
-Modeling
-Checking for understanding
-Guided practice
-Independent practice

Title: Elements of Successful Instrauction, Part II
Author: Madeline Hunter
Publisher: Special Purpose Films
Format: 25 min., 16 mm color film
Description
Dr. Hunter gives specific examples of the ways in which teachers can use learning theory to diagnose the nees of their learners and to provide successful learning opportunities.

Title: Thinking in the Classroom: A Survey of Programs
Author: Paul Chance
Publisher: Teachers College, 1985

Format: Book
Description
A review of eight world-wide programs dealing with "thinking educationl:" This background informtion is presented to allow the reader to choose a program to study for implementation in a school district.

Title: AV Instruction: Technology, Media, and Methods, 5th edition
Author: J. W. Brown
Publisher: McGraw-Hill, 1977
Format: Book
Description
This is a basic textbook on audio-visual instruction. It gives a general survey of the state of the art in two chapters. In nine chapters it discusses selecting and using ready0made materials. These range from items for improving the room environment through graphics, photography, using the community, etc., all as teaching aids. It shows how to involve students in AV production. Student anticipation is an effective motivational strategy. The text is well-indexed with a second index under subject fields. It includes as an appendix a complete manual (illustrated) for using basic audio-visual machines. In all sections it deals with the most effective use of the technique in relation to the child's stage of learning and the learning objective. ALL LEVELS.

Title: The New Hooked On Books
Author: Dniel N. Fader
Publisher: G.P. Putnam's Sons, 1976
Format: Book
Description
This is a new edition of the classic work describing the use of paper back books, magazines, newspapers to teach reading in all classes. It is inspirational; a rereading, or a first reading would help a teacher think of new methods in several areas: motivation, grouping, enrichment. All Levels.
028 FAD

Title: Questions for Thinking
Author: William Glasser
Publisher: Media Five
Format: Video Cassettee (29 min.)

Description

Audio-visual presentation and demonstration of Glasser's concepts in Schools Without Failure and the Identity Society.
A long lecture, but lively, by Dr. William Glasser on questions; how the form of questions and their use contributes to education and to education's contribution to the modern world. Gives examples any teacher will find helpful.

Title: Schools Without Failure
Author: William Glasser
Publisher: Harper and Row, 1969
Format: Book
Description
This book applies Dr. Glasser's concpet of reality therapy to the public school system. Glasser stresses the idea that student fialure is a product of isolation and competition; the antidote is student involvement with a responsible, concerned teacher, and with fellow students, combined with opportunitites to successfully assume responsibility for the community's well-being and for one's own work. Some of the methods he suggests require districtwide application, but some may be utilized by a teacher in the classroom, particularly classroom meetings, non-graded situations, modified individualized instruction, and the teacher's use of reality therapy forms of discipline.

Title: Schools Without Failure
Author: William Glasser
Publisher: Media Five
Format: 12 Audio Cassettes (6 hours)
Description
Audio-visual presentation and demonstration of Glasser's concepts in Schools Without Failure and the Identity Society Dr. Glasser talks about all his ideas and demonstrates them in class meetings. These audio tapes are the easiest way for a busy person to encounter Glasser's ideas.

Title: Developing Effective Classroom Groups: A Practical Guide for Teachers
Author: Gene Stanford
Publisher, 1977
Description
This is a step-by-step guide for developing a classroom management system based on classroom group dynamics. It argues and desmonstrates that a cooperative, well-functioning group, as opposed to a collection of isolated

individuals, creates a classroom environment which promotes learning and student growth and prevents discipline problems. It provides the teacher with a complete plan for taking a group of isolated strangers and turning them into a mature, effective group. The activities and games described not only create a community feeling, they also train students in social and communication skills. In addition, they are designed to insure that everyone is included, that everyone participates. This system is most appropriate for JUNIOR HIGH and SECONDARY STUDENTS and may be adapt3ed to ALL SUBJECTS.

A teacher who has trouble including all students or in being consistent with all students would profit most from this; the first sections have many activities where individual participation is enforced and rewarded by the group. 317.3 STA

Title: System V Consumer Education In-Service Program: Questioning
Date: 1975
Publisher: A Changing Times Education Service
Format: 4 filmstrips, 4 records, 4 cassette tapes, Participant's Manual, Step-by-step Leader Cards
Description
Thi is an excellent workshop based on a concept of questions which looks at the way questions direct student activity in the classroom as well as how they develop the students' thinking processes. The thinking sections are based on Bloom's Taxonomy. The materials are full of good humor and teach as much by examples of hilariously inapprpriate questions as by very sound demonstrations of good questions. A teacher could do the exercises profitably by herself in a week. A group would need four sessions. JUNIOR HIGH and SECONDARY. 640.73 SYS

Title: Think-ins: An Approach to Relevant Curriculum, Stressing Creative Thinking and Problem Solving
Author: Sandra Kaplan
Publisher: Creative Teaching, 1974.
Description
Thirty topics from propaganda and unemployment to fashion and drugs to be used for learning centers, independent study, enrichment activities or task cards. Each topic is fomatted by gigving the student a problem or issue followed by ideas to research, suggestive questions, activities, and a section for further independent study.
153.4 KAP

Title: Dealing with Learning Styles and Languge
Publisher: Media Five
Format: 2 filmstrips and cassettes, Study guide
Description
Several methods of recognizign and using differences in learning styles. Self-expression and languages are portrayed for all teachers.

Title: Helping the Late-Blooming Reader
Publisher: Media Five, 1975
Format: 2 filmstrips, 2 cassettes, Teacher's Guide
Description
Teachers outside typical content areas related to reading demonstrate strategies that can have significant impact on the late bloomers. Use to teachers of all grades and subjects.

Title: Basic Skills in Following Directions
Publisher: Educational Research, 1974
Format: Kit (10 cassettes, 1 book, spirit masters)
Description
Designed to develop the ability to follow directions covering such topics as following directions for tests, recipes, and assembling items

Title: Life Skills Reading and Life Skills Reading
Author: Carol Mullins
Publisher: Educational Design, Inc., 1985
Format: Book
Description
A skillbook program designed to educate students in understanding and dealing with the mass of printed communication. The program consists of 36 lessons, grouped into major topic areas: labels, signs, instaructions, street maps, classified ads, bills, leases, indexes, financial agreements, checks and statements, and a variety of forms, including job applications.
307 MUL

Title: Life Skills Reading 2: Comprehension Skills
Author: Carol Mullins
Publisher: Educational Design Inc., 1984
Format: Book

Description
A program designed to teach students specific skills that they need in order to read and understand everyday-life reading materials, particularly itmes that are up to several paragraphs long. Section one indlues units on main idea, directions, unfamiliar words, and getting the details straight. Section two includes practice lessons using 22 various real-life items, suach as charge account agreements. 3 307 MUL

Title: Gaming-simulation: Rationale, Design, and Applications
Author Cathy S. Greenbelt
Publisher: Sage, 1975
Format: Book
Description
A comprehensive treatment integrating the theoretical and pragmatic interpretations of gaming-simulation.
Part 1 - An Overview of the Nature and Rationale of Gaming
Part 2 - Examines the Elements of Game Design
Part 3 - Uses of Game-simulation for Education and Training
Part 4 - Examines new Areas and Applications of Gaming 300.7 GRE

Title: Roots of America: A Multi-ethic Curriculum Resource Guide for 7th, 8th, and 9th Grade Social STudies TEachers
Publisher: NEA, 1975
Format: Book
Description
A series of resource units designed to assist 7th, 8th, and 9th grade teachers in locating and using resource materials which bring to life the uniqe American experiences of the following ethnic groups: Black Americans, Italian Americans, Japanese Americans, Jewish Americans, Mexican Americans, Native Americans, Polish Americans, and Puerto Ricans.

Title: Inquiry in the Social Studies Classroom: A Strategy for Teaching
Author: Barry K Beyer
Publisher: Merrill, 1971
Format: Book
Description
Identifies the essential elements of intellectual inquiry; describes a teaching method based on intellectual inquiry; and analyzes some implications of the use of intellectual inquiry for the teacher, the classroom, and the curriculum builder.

Author: Robert Gagne and Leslie Briggs
Publisher: Holt, Rinehart, and Winston, 1974
Format: Book
Description
How instruction may be systematically designed, on the part of teachers, curriculum developers, instructional leaders, and managers. 371.3 GAG

Title: Hooked on Research: Ready-to-use Projects and Crosswords for Practice in Basic Library Skills
Author: Marguerite Relyea Lewis
Publisher: Center for Applied Research in Education, 1984
Format: Book
Description:
Provides a store of ready-to-use projects to give elementary and middle school students, grades 3-8, practice in basic library and research skills. Designed for use by both the school ibrarian and the classroom teacher
Section 1 - Aides for Teaching Library and REsearch Skills
Section 2 - 78 Research Projects and 78 Related Crowssword Puzzles
027.8 LEW

My Students Use Computers: Computer Literacy in the K-8 Curriculum
Author: Beverly Hunter
Publisher: Reston, 1984
Format: Book
Description
Provides guidelines on school system planning for computer literacy education and discusses issues and policy decisions required for successful development and implementation.
Chapter 7 - Grades 7-8 Objectives and Activities

Title: The Library in High School Teaching
Author: Martin Rossoff
Publisher: H. W. Wilson, 1961
Format: Book
Description
Familiarizes teachers with the merits of the school library as a resource in teaching. Examples show how different teachers utilize the libertary to enhance teaching performance. Call 026.8 ROS

Sharks, Ships, and Potato Chips: Curriculum Integrated Library Instruction
Author: Ruth Toor
Publisher: Library Learning Resources, 1986
Format: Book
Description
Emphasizes the development of critical thinking skills through curriculum integrated library instruction. Organized aound eight large themes for kindergarten through eighth grade. *027.8 Too

Title: Media Skills for Middle Schools: Strategies for Library Media Specialists and Teachers
Author: Lucille W. VanVliet
Publisher: Libraries Unlimited, 1984
Format: Book
Description
Presents an integrated approach to the teaching of literary media and research skills. The main focus is on integrating library media skill instruction into all areas of the curriculum. Specific examples of planning, lessons, etc., are provided for middle schools, grades 6-8. *027.8 VAN

Title: Read All About It! Using Interests and Hobbies to Motivate Young Readers
Author: Harry W. Forgan
Publisher: Goodyear, 1979
Format: Book
Description
Contains suggested activities and materials for 13 special interests of children in grades 3-8. For each interest there are twelve activitis designed to help children use their reading skil,ls in an enjoyable way. *028.5 FOR

Title: The Research Book of the Fifty States
Author: Nancy Polette
Publisher: Book Lures, 1984
Format: Book
Description
Activities extend experiences in fluency/flexibility, orignality and elaboration using the study of aone particular state, or for learning about every state in the union. 028.7 POL

Title: Motivating Children and Young Adults to REad
Publisher: Onyx, 1979
Format: Book
Description
A series of articles concerned with motivating students to read. Materials are divided into four main divisions; methodology, interests, programs, and non-print materials. 028.5 MOT

Title: Center Stuff for Nooks, Crannies, and Corners
Author: Imogene Forte Publisher: Incentive, 1973.
Format: Book
Description
Aids teachers in the use of a learning center approach to individualizing classroom instruction. Each of the model learning centers presented contains performance objectives, list of materials neede, procedures for implementation, activity sheets, and illustrations or actual photographs of the centers.372.1 FOR -

Title: Tall Tale Research Book
Author: Virginia T. Mealy
Publisher: Book Lures, 1980
Format: Book
Description
In this book students will solve problems, find characters in familiar reference sources, and write and do research activities based on tall tale characters and events. 028.7 MEA

Title: Motivating Children and Young Adults to Read, 2
Author: Thomas
Publisher: Oryx, 1983
Format: Book
Description
A collection of readings by expersts in the field of reading containing ideas and techniques for motivating readers. Aimed to assist teachers and librarians in providing a climate to foster reading for K-12. *028.5 THO

Title: How to Sharpen Your Study Skills
Author: Sigmund Kalina
Publisher: Lothrop, 2975

Format: Book
Description
A practical guide of tested methods for building good study habits. 371.3 KAL

Title: The Creative Copycat I and II
Author: Marian L. Conoles
Publisher: Libraries Unlimited 2982 & 1985
Format : Book
Description
A month by month listing of bulletin boards dealing with books and reading. Including the ho to's of making the boards as well as resources to find the materials. 371.3 CAN

Title: Teaching to Modality Strengths: A Common Sense Appriach to Learning
Publisher: Zaner -Bloser, 1979
Format Sound Filmstrip
Description
Designed to introduce the concept of moadility (Learning strengths) and modality instrauction. Describes characteristics of visual, auditory, and kinesthetic learners. 153.2 TEA

Title: On This Day: A Collection of Everyday Learning Events and Activities for the Media Center, Library, and Classroom
Author: Elaine Haglund
Publisher: Libraries Unlimited, 12983
Format: Book
Description
A chronological listing of personalities, places, and events. Intended to serve as source for motivating students to learn how to learn. 371.3 HAG

Title: Approaches to Teaching Values
Publisher: NEA, 1976
Format: Sound Filmstrip
Description
Intended for use wtih large or small groups of educators concerned with values education. Provides basic information to assist in discussions and planning for values education at varioyus levels. 170.APP

TItle: Structured Teaching: A Design for Classroom Management and Instruction
Author: H.N. Sloane, D.B. Backholdt, W.R. Jenson, J.A. Crandal
Publisher: Research Press, 1979
Format: Book
Description
Chapter 2 - Behavior Analysis: Basic Procedures
Chatper 3 - Positive Reinforcers
Chapter 6 - Developing instructional Programs Through Task Analysis
Chapter 8 - Token Economics 371.1SL